

Multicultural Education
Educational Foundations & Research—EFR 506

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Catalog Description:

A review of the conceptual, historical, and theoretical aspects of multicultural education. A major goal will be to provide educators with processes for incorporating multicultural education into educational environments: to meet the needs of culturally diverse students and to increase the cultural awareness and sensitivity of all students. North Dakota/Native American issues are primary elements of this course.

Course Description:

This course offers a review of the conceptual, historical, and theoretical aspects of multicultural education within the context of the United States. Major goals include providing an understanding of multicultural education and diversity in the US and processes for incorporating multicultural education into various educational environments. This includes meeting the needs of culturally diverse students and increasing cultural awareness and sensitivity of all students. Additionally, the course provides the opportunity to assess and analyze the complex issues associated with multicultural education.

Standards for Academic and Professional Instruction in Foundations of Education

Council of Social Foundations of Education (CSFE)

Second Edition, 1996; Presented to the Educational Community by The Council of Learned Societies in Education

Foundations of Education refers to a broadly-conceived field of educational study that derives its character and methods from a number of academic disciplines, combinations of disciplines, and area studies, including: history, philosophy, sociology, anthropology, religion, political science, economics, psychology, cultural studies, gender studies, comparative and international education, educational studies, and educational policy studies. **These standards rely heavily on the disciplines and methodologies of the humanities, particularly history and philosophy, and the social sciences, such as sociology and political science.** The purpose of foundations study is to bring these disciplinary resources to bear in developing interpretive, normative, and critical perspectives on education, both inside and outside of schools.

- The **interpretive** perspectives use concepts and theories developed within the humanities and the social sciences to assist students in examining, understanding, and explaining education within different contexts. Foundational studies promote analysis of the intent, meaning, and effects of educational institutions, including schools. Such studies attend particularly to the diverse contexts within which educational phenomena occur, and how interpretation can vary with different historical, philosophical, and cultural perspectives.
- The **normative** perspectives assist students in examining and explaining education in light of value orientations. Foundational studies promote understanding of normative and ethical behavior in educational development and recognition of the inevitable presence of normative influences in educational thought and practice. Foundational studies probe the nature of assumptions about education and schooling. They examine the relation of policy analysis to values and the extent to which

educational policymaking reflects values. Finally, they encourage students to develop their own value positions regarding education on the basis of critical study and their own reflections.

- The **critical** perspectives employ normative interpretations to assist students to develop inquiry skills, to question educational assumptions and arrangements, and to identify contradictions and inconsistencies among social and educational values, policies, and practices. In particular, the critical perspectives engage students in employing democratic values to assess educational beliefs, policies, and practices in light of their origins, influences, and consequences.

Particular disciplinary studies in, *e.g.*, the history, philosophy, or sociology of education shall be considered as study in the Foundations of Education provided the above perspectives are addressed and promoted. The objective of such study is to sharpen students' abilities to examine, understand, and explain educational proposals, arrangements, and practices and to develop a disciplined sense of policy-oriented educational responsibility. Such study develops an awareness of education and schooling in light of their complex relations to the envioning culture. Retrieved from CSFE online (<http://csfeonline.org/about/csfe-standards/>)

Course Textbooks:

Gay, G. (2010). *Culturally Responsive Teaching: Theory, Research, and Practice*. New York, NY: Teachers College Press

Lomawaima, K. and McCarty, T. (2006). *To Remain an Indian: Lessons in Democracy from a Century of Native American Education*. Teachers College Press.

Soto, L.D. (1996) *Language Culture and Power*. SUNY

Delpit, L. (2006) *Other People's Children*. New Press

Policies

Attendance

Each class relies heavily on student participation so students should attend every class and arrive on time. If a student **misses more than three hours** the student must schedule an appointment to meet to discuss whether it is appropriate for the student to continue enrollment in the course and if the student will receive credit for attending the course.

Prompt Work

Work must be presented on the assigned due date in a scholarly and professional manner. Copies of PowerPoint and all presentation materials should be included with the written essay. Absence does not excuse students from completing and turning in assignments on the due date.

Academic Honesty

Graduate students must meet the highest standards of scholarship, including honest and skillful use of scholarly knowledge. Plagiarism or other acts of academic dishonesty are severe offenses, whether intentional or accidental. In accordance with section 3-3 of the Code of Student Life, plagiarism or other academic dishonesty can be handled as a scholastic (failing the course) and disciplinary (referral to the Graduate Dean) matter.

Incompletes

According to University policy, the mark "I" for Incomplete can be assigned only to the student who has been in attendance and has done satisfactory work up to a time within four weeks of the close of the semester, including examination period, and whose work is incomplete for reasons satisfactory to the instructor (see the UND Catalog for complete statement).

Exceptionalities

Students who need instructional modifications to complete course requirements due to exceptionalities must notify me in a timely manner.

Changes in readings, course assignments, requirements and due dates

Unforeseen circumstances may necessitate change in syllabus, readings, assignments or due dates. I will make every attempt to notify you of any changes to the syllabus, readings, assignments or due dates in a timely manner.

Course Assessments

This 6-week course is divided into four modules. Dates are posted on Blackboard. Each module is worth 25% of your grade. Each of the modules requires you to read, synthesize concepts, ideas, and information, watch videos, and find outside research to comprehensively respond to the module assignments. Each module asks you to focus on one or more of the course texts. The text, *Culturally Responsive Teaching* by G. Gay, is a comprehensive account of multicultural education and you will be expected to incorporate it in each of the modules. Detailed descriptions of each module are included on Blackboard under each individual module under the **Lessons** tab. Upload completed assignments to Blackboard.

Grading Scale

100-94 A; 93-87 B; 86-80 C; 79-74 D; 73 and below F

Any student who has been impacted by sexual violence (sexual assault, domestic violence, dating violence, stalking) or gender-based misconduct is encouraged to report and seek appropriate resources on campus. Please contact the Title IX Coordinator (Donna Smith, donna.smith@und.edu or 701-777-4171) to discuss your options. To view the policy and additional resources, please visit: <http://und.edu/finance-operations/university-police/sexual-violence-programs.pdf>.